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ABSTRACT

This collection of PowerPoint slides describes the Reading Excellence Program, a $260 million federal grant program that will competitively award grants to states to improve reading. It begins with a reference to the book "Preventing Reading Difficulties in Young Children," then presents a graph indicating percentage of fourth graders not able to reach the basic level of reading on the National Assessment of Education Progress 1998 study. It also presents information on program funding for fiscal year 1999; purpose of the Reading Excellence Act; primary activities of the program's key definitions of "reading" and "scientifically based reading research"; grant awards; state reading and literacy partnerships; a timeline for the Reading Excellence Act program; SEA activities; eligibility of districts and schools for local reading improvement sub grants and tutorial assistance sub grants; and contact information for Reading Excellence. (RS)

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# THE READING EXCELLENCE PROGRAM

Presentation to the
International Reading Association by
Joseph Conaty
Director, Reading Excellence Program
May 3, 1999

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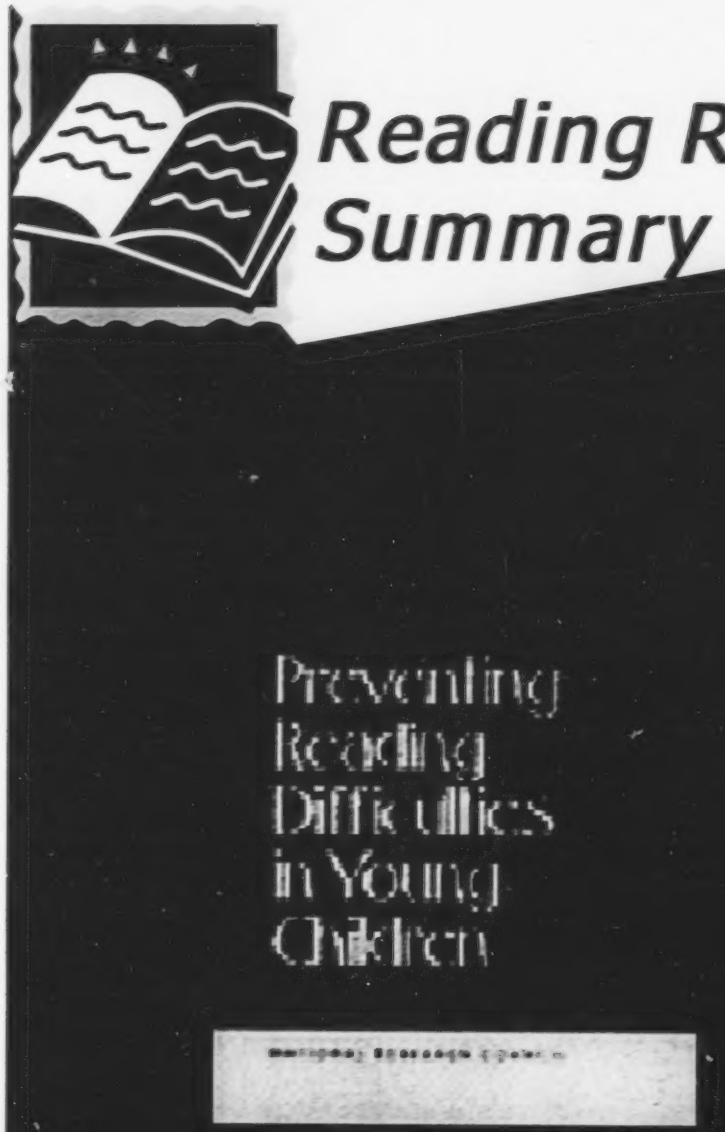
# Reading Research Summary

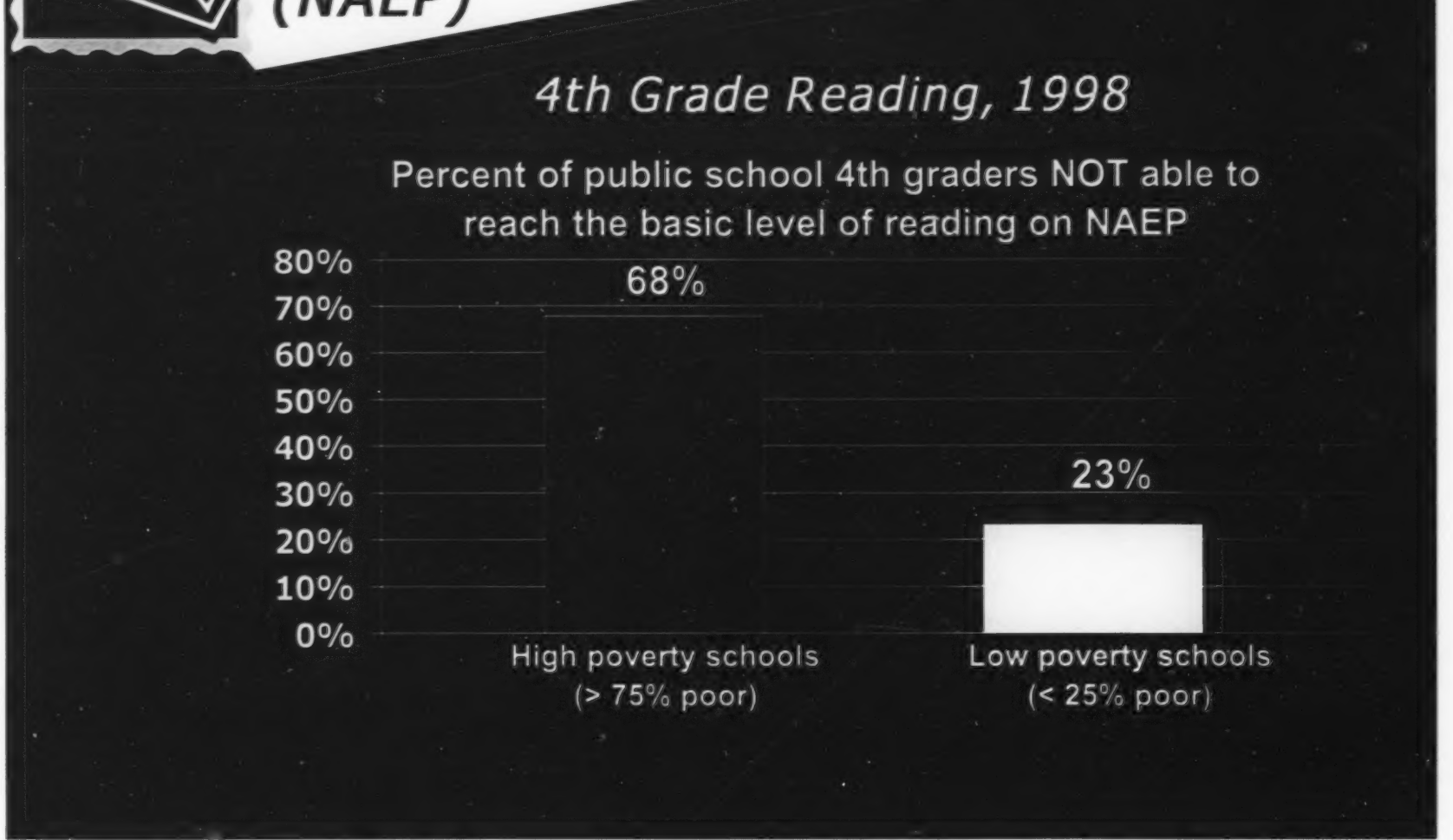



## *Preventing Reading Difficulties in Young Children*

**Catherine E. Snow, M. Susan Burns, and Peg Griffin, Editors**

**National Research Council, 1998**

# National Assessment of Educational Progress (NAEP)



# *Funding for FY 1999*

| | |
|---|---|
| • Appropriation | $260.0 m |
| • National evaluation | - 3.9 m |
| • National Institute for Literacy | - 5.0 m |
| • Even Start | - 10.0 m |
| • State Grants | $241.1 m |

# Reading Excellence Act Purpose

- Teach every child to read by the end of third grade.
- Provide children in early childhood with the readiness skills and support they need to learn to read once they enter school.
- Expand the number of high quality family literacy programs.
- Provide early intervention to children who are at risk of being identified for special education inappropriately.
- Base instruction, including tutoring, on scientifically-based reading research.



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## *Primary Activities*

- **Professional development**
- **Tutoring**
- **Family literacy**
- **Transition programs for kindergartners**

# Key Definitions

- **READING**
  - The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.
  - The ability to decode unfamiliar words.
  - The ability to read fluently.
  - Sufficient background information and vocabulary to foster reading comprehension.
  - The development of appropriate active strategies to construct meaning from print.
  - The development and maintenance of a motivation to read.

# Key Definitions

- SCIENTIFICALLY BASED READING RESEARCH
  - means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.
- Includes research that
  - employs systematic, empirical methods that drawn on observation or experiment;
  - involves rigorous data analyses;
  - relies on measurements or observational methods that provide valid data;
  - has been accepted by a peer-reviewed journal or approved by a panel of independent experts.



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# *Grant Awards*

- **Grants will be competitively awarded to States that have established state-wide literacy partnerships.**

- **The States will then run two grant competitions:**
  - **local reading improvement grants**
  - **tutorial assistance grants**

# State Reading and Literacy Partnerships

*States must establish a partnership with at least the following members:*

- Governor of State
- Chief State school officer
- State legislature representatives
- Local educational agency representative
- Community-based organization representative
- State directors of Federal/State reading programs
- Parent
- Teacher
- Family literacy service provider



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# REA Timeline

ED holds competition for grants to states, May-June 1999

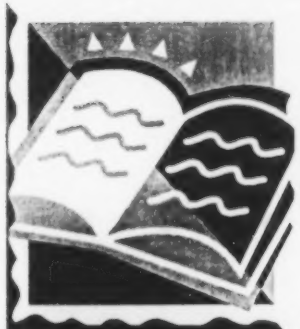
Successful states receive awards, July 1999

States hold competition for subgrants to school districts (summer - fall 1999)
-- Local Reading Improvement subgrants
-- Tutorial Assistance subgrants

LEAs and schools begin two-year subgrants (winter - summer 2000)

# *SEA Activities*

- **Research based reading instruction**
- **Professional development**
- **Parent participation**
- **Program coordination**
- **Promoting reading and library programs**
- **Public notices**
- **Program evaluation**



# *Local Reading Improvement Subgrants: Eligible Districts & Schools*

| DISTRICTS (all below are eligible) | | |
|---|---|---|
| Has at least one school in Title I school improvement status | The two districts with the first & second highest number of poor children | The two districts with the first & second highest percentages of poor children |

| SCHOOLS (all below are eligible) | | |
|---|---|---|
| Any school in Title I school improvement status | Two schools with the first & second highest numbers of poor children | Two schools with the first & second highest percentage of poor children |

# *Local Reading Improvement Subgrants*

*LEA activities:*

- **Reading instruction**
- **High quality professional development in research-based reading instruction**
- **Voluntary parent training to help their children with reading**
- **Extended learning opportunities (e.g., tutoring, summer programs)**
- **Training for tutors**
- **Family literacy services**
- **Kindergarten transition programs**
- **Curriculum and supporting materials**

# Tutorial Assistance Subgrants - Eligible Districts & Schools

| Eligible districts (all five are eligible) | | |
|---|---|---|
| Has at least one school in Title I school improvement status | Has either the highest or second highest number of poor children | Has either the highest or second highest percentage of poor children |
| Has at least one school in an empowerment zone | Has at least one school in an enterprise community | |

| Eligible schools (all five types are eligible) | | | |
|---|---|---|---|
| Title I school improvement status | First or second highest numbers of poor children | First or second highest percentage of poor children | In empowerment zone or enterprise community |

# *Tutorial Assistance Subgrants*

*LEA activities:*

- **Provide or contract for tutorial assistance in reading to children having difficulty in reading.**
  - **— Before or after school, on weekends, or during the summer.**
- **Ensure that the tutoring is based on scientifically-based reading research and that it is consistent with the school curriculum.**
- **Provide multiple choices for parents. Must include a school-based program and at least one independent provider under contract to the LEA.**

# Reading Excellence Contact Information

**U.S. Department of Education**
**-- Reading Excellence Team**

- **phone: (202) 260-8228**
- **fax: (202) 260-8969**
- **e-mail: reading_excellence@ed.gov**
- ***REA* website: http://ed.gov/offices/OESE/REA/**
- ***America Reads Challenge* website: http://ed.gov/inits/americareads/**